DOCUMENT RESUME

ED 265 102 SP 026 860

AUTHOR Hamblin, F. N.
TITLE Internationalizing Teacher Education. A Synthesis of Thirteen Resource Papers.
SPONS AGENCY American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE May 85
NOTE 21p.; Paper commissioned by the American Association of Colleges for Teacher Education for the Guidelines for International Teacher Education Project. For related documents, see SP 026 860-872 and SP 026 874.
PUB TYPE Information Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Educational Resources; *Global Approach; Higher Education; *International Education; *Teacher Education; Teacher Education Curriculum

ABSTRACT

Thirteen writers, each a specialist in a particular area in teacher education, developed source papers about guidelines for international teacher education. This paper synthesizes statements made in the 13 source papers. Subjects of the papers were: (1) general concept paper; (2) social foundations of education; (3) psychological foundations of education; (4) theory and methods; (5) elementary education; (6) clinical and experiential; (7) social science; (8) social science methodology; (9) science; (10) mathematics; (11) foreign language; (12) fine arts; and (13) humanities. (CB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

FD265102

INTERNATIONALIZING TEACHER EDUCATION

A SYNTHESIS OF THIRTEEN RESOURCE PAPERS

by Francis Hamblin
President Emeritus
Lock Haven State University
Marston Mills, MA

SP 026 860

GUIDELINES FOR INTERNATIONAL TEACHER EDUCATION. THE THIRTEEN SOURCE PAPERS: A SYNTHESIS

F. N. Hamblin

Lock Haven State University

Thirteen writers, each a specialist in a particular area in teacher education, developed source papers about guidelines for international teacher education. This paper synthesizes statements made in the thirteen source papers. Subjects of the papers were: (1) general concept paper; (2) social foundations of education; (3) psychological foundations of education; (4) theory and methods; (5) elementary education; (6) clinical and experiential; (7) social science; (8) social science methodology; (9) science; (10) mathematics; (11) foreign language; (12) fine arts; and (13) humanities.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D Imig

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Internationalizing Teacher Education:

A Synthesis of Thirteen Resource Papers

Introduction

> International education is the process by which people acquire a global perspective to explain events in recognition of the increasing interdependence of nations and cultures. This understanding is essential for effective citizenship as well as, ultimately, human survival.
>
> International education with a global perspective requires the preparation of teacher educators and teachers whose own knowledge about the world and whose attitudes toward diversity and common human interests are consistent with global realities.*

From this basis began the inquiry of thirteen writers, each a specialist in a particular academic area of special importance to teacher education.** What is the current state of international education, thus defined, in each of these fields? What should it be? And how do we advance from the status quo to the goals desired?

---

* "A Global Perspective for Teacher Education," International Council on Education for Teaching/American Association of Colleges for Teacher Education, February, 1983.

** At the end of this report, these thirteen source papers are listed, together with the symbol (GC) or number (1) used to identify special points of reference to each in this synthesis. In addition to a general concept paper, these are reports from five professional sequence components and seven discipline components of teacher education.

The thirteen writers, whose fields of focus ranged from the long-established discipline of mathematics to the newest, international clinical and experimental support activities (which until 1980 had no data base and no group organization), reported consistently that, with but minor variation, little progress towards globalization has been made. On the other hand, many promising exceptions to this general conclusion were identified, and it was generally agreed that each of the academic or academic support areas under consideration has an enormous potential for further internationalization. A very large number of practical suggestions for and examples of such development is offered. To appreciate these, the papers should be read in their original form, since this expository summary of summaries can consider only major points of general consensus (or special difference). With an unanimity which is both surprizing and heartening, though, the principal conclusion is both simple and clear: the time for international education with a global perspective has come, and it should -- and must -- be instituted and institutionalized as rapidly and as totally as may be possible.

Among the thirteen papers, some minor and perhaps a few major problems of definition with respect to the concept of "international education with a global perspective" surface recurrently. The very multi-dimensionality of the concept itself causes difficulty, though it seems that most agree that it should be construed as embracing at least four rather distinct approaches, including global education, global issues education, national and international security education, and cross-cultural education, each of which should be considered as a part of the whole, despite questions of ambiguity and disagreement (7). And

the entire movement itself is diverse and highly decentralized, being as it is, in effect, a cumulative response to a variety of events on the world stage: the "population explosion," the diminishment of irreplacable natural resources, and many others (GC). Thus, diversity of approach and pluralism of concept flourish, and doubtless should, at the least indicating the presence of intellectual vigor in the continuing reexamination of terms and their meanings. Numerous other enhinderments of definition of less immediate consequence to this project are noted -- that there are no clear boundaries between the social sciences and the humanities (11), that social science is fragmented into six major quasi-separate disciplines (6), and that the ancient discipline of history seems to be drifting somewhere between the social sciences and the humanities.

These considerations, true as they may be, bear but slight relevance to the generally accepted fact that international education with a global perspective is a concept which is reasonably clear in theory, is reasonably understandable by almost anyone, and embraces a point of view necessary to an understanding of our times and our lives. This wholistic conception of life, this world-systems perspective, is based on a vast amount of empirical evidence which, taken together, describes the realities of today's interdependent world.

The Current State

With very few minor exceptions, reports on the status quo in the twelve discrete academic areas treated by the writers revealed no major

impetus for international education in pre-service undergraduate teacher education programs (or in in-service training programs). The focus in these currently functioning programs was heavily on American outlook, content and procedures, with some attention paid to our Western European heritage. The "uniqueness" of the American educational experience received major emphasis, with little attention being directed to ideas and practices held in common with other national systems of education. Psychology, as most of the other disciplines, was described as being a monocultural science, dominated by American research which was assumed to be widely generalizable (2). The standard American-centered approach in which the thinking of Americans tends to dichotomize into "American" and "non-American," thus further inhibits the development of a wholistic or global perspective (6).

Desiderata

So much for the status quo. Yet with remarkable and consistent vigor it was reported in each field that there existed a great potential for the internationalizing (globalizing) of both content and procedures, and that indeed many practitioners in the field were increasingly engaged in such efforts. A most hearteningly large and varied supply of illustrative examples and suggestions for developmental action were adduced and merit intensive study.

In simplest form, the basic message of global education is that nearly all of the world's inhabitants today "live their lives in a sea

of transactions that link them continuously to worldwide systems of production, finance, communication, travel, education, military threats and politics".... and the efforts of global education to make broadspread these facts (and ways effectively to deal with them) "must involve all subjects, disciplines, school, colleges, and levels of education." (GC) Not only are more kinds of transactional exchanges constantly being established, but frequently the parameters of those long established are being mightily expanded (the total value of world trade leaped from $127 billion annually in 1963 to $1653 billion in 1979). The social structure of the world has become progressively more globalized over the past ten thousand years, though the process has accelerated rapidly since about 1500 A.D. (6) and especially rapidly during the past half century.

Yet the political and social forces controlling our one and lonely world are at least trying; in limited though unique fashion, to pull all its inhabitants together. "The Twentieth Century will be recognized as that period in history when representatives from all parts of the world, from a diversity of religious, philosophical and ideological persuasions, first attempted to draft standards for human relations intended to have universal validity." (GC) The nation-state will continue to remain a persistent reality, but increasingly the world is being viewed by academicians and by citizens as the basic unit of analysis, in the totality of which individual cultures and states are but very important parts.

Of course the necessity for full recognition of international and national cultural pluralism, the need to understand the complexity of

the individual and the collective human experience -- and to celebrate these -- is quite as important as the necessity for trying analytically to establish generalized laws of human behavior (12). In a world humanities course, for example, by placing before the students alternate paradigms of civilization, it is possible to teach critical thinking not only about specific civilizations, but about the nature of one's own thought patterns and value systems (11), one's own biases and stereotypes (1). And as humanistic strategies focus on the idiosyncratic, by stressing the significance of cultural differences, students training to be teachers can be taught to take into account the diverse meanings that different peoples give to the same events (2), (12).

Often pre-service teachers are not required to take any foreign language as part of their undergraduate education -- yet typically our teaching counterparts in most other nations of the world do possess some fluency in at least one language other than their native tongue (8). So a reexamination of current pre-service requirements for study and for competency in foreign languages and cultures seems appropriate, as globalization edges forward. The development of a model for the integration of foreign language study into the global education program of elementary and secondary education programs would be most timely (10).

Faculty and teachers in mathematics and the natural sciences may well have an easier time with the infusion of the global dimension, as these disciplines already are international, in the sense of using the international language of symbols and numbers which enables specialists

in the natural sciences to follow the flow of ideas and concepts of any national textbook without knowing the prose language of the particular text (8). Scientists also enjoy the presence of very strong and active international professional organizations, together with relatively frequent opportunities for participation in international conferences and competitions. Scientific journals by their very nature have a substantial international emphasis, as so many of their topics (acid rain, nuclear winter) can really be considered only on a global basis (8).

With no rememberable dissent the reporting writers agree strongly that before great progress can be achieved in redesigning current programs in education and in teacher education, to the end that they may present with adequacy the global realities of today's world, there must first be increased, on a very large scale, a level of awareness that such an instructional overhaul is indeed both needed and in fact increasingly overdue. Here Aristotle's injunction to the effect that awareness of the existence of a problem is one-half of its solution seems of particular pertinence, as textbook publishers (3), faculty members (7), students (4), as well as the general public, are consistently cited as being too frequently unaware of the need for a systematic effort in all education to build a foundation for global understanding. Only an instructor who is fully aware of the importance of global education can effectively introduce students to the larger world which is so much more complex than the immediate environment in which most of them live.

Deepened student and faculty and public awareness, in turn, is needed to stimulate and hasten changes in the educational programs, a fact underscored when we are reminded again that very many people have had little or no direct international experience, and may well have but little interest in anything international. Indeed, the substantial expansion of an awareness that a global perspective is necessary seems more difficult of achievement than does the development of appropriate means to accomplish the goal.

Agents for Change

Following a consideration of goals to be achieved there remain certainly to be considered the agents for change who can and must help bring these goals to realization. So as it is agreed by the authors of the source papers that all of us should be actively involved in some fashion to assist with the accomplishment of this educational renovation, a brief look at the various kinds of "we's" and "us's" into which this large aggregate may be usefully subdivided is worthwhile.

Ways and Means

Fortunately, the possibilities for participation in world affairs (and in education concerning them) have escalated astronomically during the past half century (GC). At the international level, over 300 prominent international governmental organizations have a very large role in changing our lives and our world, as do many of the better than

4000 existing international non-governmental organizations, and many of the thousands of trans-national (or multinational) corporations (GC). The great role of national governments as agents of change in almost everything, including levels of funding, is at least passably well understood by nearly everyone. International and national non-governmental professional associations and national and regional accrediting associations have large influences on the direction taken by educational change. State departments of education, via certification requirements, and special funding programs, exert controlling influence. All of these agencies, associations and departments of education provide externally-driven motivating forces which, in cumulative strength, can provide emphasis of almost irresistable force to the direction which educational change will take (9). Hence all of them must be deeply involved. As one writer put it, "all of the books on multi-cultural education have probably had less impact on the movement than does one paragraph in the NCATE Standards" (3). The Indiana legislature has mandated that all prospective teachers must take at least one course in world civilization, and at least a dozen other states have mandated requirements for international education in some form at some level. While mandates and specific requirements may be but a small part of what is needed, they do direct attention to changing educational outcomes and goals and faculties (4). Strong support of less legal nature can be secured from cities and towns, state and local professional education associations, business organizations and service organizations, most of whom are increasingly interested in the international arena.

In colleges and universities, carrying as they do the primary responsibility for the validity of all undergraduate programs including teacher education, the range of potentially active agents for change runs from trustees through ad hoc groups of demonstrating students, with trustees, administrators, faculty and students (occasionally even alumni or parent groups) having the potential to exert a most pronounced influence not only upon both the emphasis and the content of the various curricula, but upon the kinds and quantities of supporting activities (faculty and student programs of international exchange, for example) which may be fostered and nourished on the campus. Each of these various constituencies of our local institutions should be given full employment in the search for support for the internationalizing of the academic program. Much is said of the need for administrative leadership, faculty enthusiasm, and student interest; in addition the potentially great power of governing boards at the state and local level must be harnessed effectively.

Thus the number of potential agents for change is legion, and assistance -- often unexpectedly effective -- may be concurrently solicited from many sources. And while larger, institutionally organized groups normally concern themselves primarily with declarations of general policy and with the setting up of specific programs of special financial supports, it is usually creative individuals and small groups of imaginative individuals who work closest to the cutting edge of intellectual advancement.

Fortunately, again, there are already available a near-infinite number of means which agents for change may employ in the thrust to

move from a society-centered to a globally-centered undergraduate teacher education. To be maximally effective such programs should be integrated with the entire program of undergraduate studies and especially with the program of general education. Subject matter, skills, curriculum materials, clinical experiences, and supporting activities must be integrated into an articulated whole, both on paper in the planning and by the teacher in the interactive process of learning (4). Such total committment to the international dimension should be at the core of the program, its precise definition and structure obtained by identifying the "basics" of the international perspective that is essential to teachers, in terms both of knowledge and outlook (1).

Although this overall complex and comprehensive goal remains in passably clear and constant focus, to help us to move from where we are to where we want to be, specific goals (learning outcomes) need to be developed within each academic area, together with the curriculum to support them, and the strategies (procedures) needed to achieve them. The bulk of the responsibility for the creation and ordering of new materials and for the development of new techniques for presenting them will normally fall on members of the faculty in each academic field, often working through national or international committees or task forces within the discipline (9), through similar organizations at the state or system, university, college or department levels, or working individually with students and fellow faculty on a basis less formally organized. To do this some special considerations of commitment, money and time will almost certainly be required--considerations which will be noted later.

There seems already in existence a large amount of materials dealing both with the global-centered world of today, and with ways of assisting people (via international education) both to understand this world and to adapt to living in it. But it also seems that no satisfactorily comprehensive systems have as yet been devised to collect, classify, catalogue and render selectively retrievable these items, that they effectively may be used to help with the planned modernization of teacher education. (The "Inventory of Promising Practices" currently being developed by AACTE should prove to be very useful.) Notices of such compendia as they become available could well be distributed through networks (perhaps established by the professional associations) within disciplines and subdisciplines, that much of what already exists may be made made available to instructors who at the moment may be entirely unaware of its existence. Similarly, the more opportunities there can be for faculties and administrators to exchange information both on and off-campus about the effectiveness of various internationalizing efforts in different settings, the more effective strategies will become (2). For, again, each discipline holds the prime responsibility for determining how "global awareness, applies to its content area, and how there may be secured or developed such goals, learning objectives, models, texts, supplemental readers, teaching techniques, and the like as may be required to do the job."

With respect to publication, certainly more discussion of international teacher education should reach general teacher education publications (3) and the publications of the professional associations within the disciplines (9), just as more consideration of our globalized world society is needed in the media. As commercially

published material seems often to lag in responding to the needs and interests of the present and future, certainly a coordinated effort to raise the consciousness of authors and publishers to encourage the fusion of the international dimension in both new and revised commercial publications is necessary texts and readings of this nature are in short supply in areas such as social science methods (7), general methods (3), psychological foundations (2), and others. An interesting suggestion is that an instrument designed to evaluate the international content of textbooks should be developed (3).

Another topic of recurring interest involves the continuing need to search aggressively beyond state and local sources for formal and non-formal declarations of support and funding, from as many as may be feasible of the large-scale agents of change noted earlier -- including literally thousands of international and national governmental agencies, private and corporate bodies, professional associations, and foundations. Such large organizations can provide a wide variety of assistance on a wide variety of levels and for a wide variety of purposes (9), certainly with such matters as the development of policies, standards, and such guidelines and models as may be necessary to implement them; the establishment of information networks; publications; the organization of ad hoc or continuing in-service conferences and seminars, the creation of task forces (5), pilot programs, and the like. On the rather commonly-held theory that exposure is likely to be required before conversion, for example, conferences with participation limited to non-international education devotees could be held to consider what needs to be done with respect to program reform and to proffer clues and even demonstrations as to

how it might be done (3). There could be funded a focused effort to identify a dozen or so of the most effective globally-oriented undergraduate social science courses now functioning and to assess their potential value as models (6). In short, in this entire support-and-funding area the number of worthy possibilities to be unearthed is probably limited only by the amounts of imagination and effort applied to discover them.

But it is on the individual campuses within the college and university community itself where the bulk of the action must and will take place -- for (depending on one's taste in metaphors) it is at the campus level "where the rubber meets the road," or where is to be found "the heart of the matter," the pulse beat of this accelerating evolution of program toward international education with a global perspective can be expected to be at its most vigorous on the campus, and this beat must constantly be nourished and strengthened if massive change in the undergraduate teacher education program is to be brought to pass. Basically there are but two major academic strategies for doing this, the infusion approach and the discrete treatment approach; for best results these should be used in tandem, as appropriate (7). The resource papers deal at length with the many instructional techniques which may be employed -- new courses; new curricula; new requirements; the development of models, experiments and pilot programs; the use of needs assessment (7), simulation and role-playing (2), group analysis (3), and a host of other devices. As noted repeatedly, the basic competencies (learning outcome) and attitudes needed by graduates of an undergraduate teacher education program must be identified, that their achievement may be secured through developing

new or revised curricula, supporting new or revised courses, securing new library and text materials, and by a myriad number of other support activities.

Lest this sounds a bit overwhelming in magnitude, it is stressed by several writers that the internationalizing of teacher education does not necessarily (at least not at the outset) require new and different paradigms of teaching; using traditional teacher-centered methods it is possible to introduce new content to enlarge the development of global perspectives (3), especially (harking back to awareness) when, again, to many teachers it doubtless has never occurred that their courses could or should be given an international focus (7). Nor would a complete reorganization of course syllabi necessarily be required, as the majority of strategies are for individuals as small groups of faculty in either adding discrete segments to or in infusing more international material into existing courses (2).

To accomplish all this, it is stressed that large amounts of time and effort will have to be expended, primarily by faculty members. Fortunately a wide selection of devices for the support and stimulation of such extra effort is already available (often under the grab-bag rubric of "faculty development"): the setting aside of funds to support attendance at conferences, the making available of more opportunities for travel or study or teaching abroad (including the development of exchange programs), the assigning of graduate and research assistants for special projects, the granting of release time, and others -- many of which need not require the expenditure of large

amounts of money. And when faculty time spent on international modernization is weighted substantially in deliberations concerning the granting of tenure, sabbaticals, and promotions, as substantial incentive will be secured.

Summary

To sum the summation, a global perspective in all components of the teacher education program can be achieved only through changes in the attitudes of all (or at least most) concerned -- students, in-service teachers from all subject areas, administrators, college and university faculty members, society in general (10). Efforts to infuse this international dimension need ideally to penetrate the entire pre-service undergraduate program as a whole, with each component integrally related to the total effort (1): And students in the program should not only be exposed to the substance of global education throughout their academic training, but they should be familiarized with methods and materials that are international in character and be sensitized at every turn to the complexities of living in an increasingly interdependent world (7), (8).

There is an air of urgency about these changes, too; in many ways the world is not becoming a better place in which to live (famine in the Sahel, military conflicts in many areas, and terrorist spillover from these) (8). While the goals remain coruscant, potential pitfalls of all shapes and sizes lurk about; the need for eternal vigilance is, as is the case with so many human activities, ever-present. But in our

multi-boundaried world of today are many new perspectives of freedom -- "above all," in the words of Barbara Ward, "a certain freedom of heart that springs from beginning to see the world not as a nest of enemies and traitors, but as a human community...."

The concept of international education with a global perspective is alive and well, and its time has come. How quickly and how thoroughly it can be incorporated into the American undergraduate teacher education program depends primarily on how effectively basic and continuing support will be provided by a large and rapidly growing number of agents for change, known in the aggregate as <u>us</u>.

> International education should be a high priority of modern institutions of higher education and specifically for teacher education. The achievement of a global perspective demands a vision that transcends national and cultural differences. All humanity is a single species, on a single planet, sharing a common future. To mold this common future is today's educational imperative. (op. cit.)

The Thirteen Resource Papers

Identifying Symbol used in Synthesis:

(GC)	I	General Concept Paper	Harf
	II	Professional Sequence Components of Teacher Education	
(1)		a. Social Foundations of Education	Gutek
(2)		b. Psychological Foundations of Education	Torney-Purta
(3)		c. Theory and Methods	Lafayette
(4)		d. Elementary Education	Overly
(5)		e. Clinical and Experiential	West
	III	Discipline Components of Teacher Education	
(6)		a. Social Science	Anderson
(7)		b. Social Science Methodology	Gilliom
(8)		c. Science	Gardner
(9)		d. Mathematics	Hill
(10)		e. Foreign Languages	Benseler & Bernhardt
(11)		f. Fine Arts -- Humanities	Johnson
(12)		g. Humanities	Hosay